

# 603 CMR 7.00: Regulations for Educator Licensure and Preparation Program Approval

## 7.06: Subject Matter Knowledge Requirements for Teachers

### (9) English as a Second Language (Levels: PreK-6; 5-12)

(a) The following items will be assessed on a subject matter knowledge test:

1. Language and Linguistics
  - a. Language as a system: functions and registers of language.
  - b. The structure and nature of language: Phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions.
  - c. Language variation and change
2. Language acquisition and literacy development
  - a. Theory and research in first and second language acquisition.
  - b. Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels.
  - c. Relevance of linguistic differences between the first and the second language for reading instruction in English.
  - d. Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy.
  - e. Formal and informal measures for assessing development in reading skills and their use with second language learners.
  - f. Development of listening, speaking, reading, and writing vocabulary.
  - g. Approaches and practices for developing writing skills and the use of writing tools.
  - h. Writing process and formal elements of writing.
  - i. Oral/Aural fluency in English at different proficiency levels.
  - j. Social and academic English and academic language for the content areas.
  - k. Development of metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels.
3. Instructional approaches and best practices for teaching ESL
  - a. Foundations of ESL instruction.
  - b. Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.
  - c. Research-based practices for English language development.
  - d. Program models and teaching strategies for developing and integrating language skills.
  - e. Planning and implementing standards-based ESL and content instruction.
4. Socio-cultural and socio-emotional considerations in teaching ESL
  - a. Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.
  - b. The nature and role of culture and its intersection with teaching and learning.
  - c. Cultural, racial, ethnic, and linguistic identity.
  - d. Intercultural communication in the classroom.
  - e. Special populations and situations: long term English language learners, English learners with disabilities, and students with limited or interrupted formal education.
  - f. The role of the community, families, and schools in English language learner education.
5. Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance as well as possible differentiation from learning disabilities.

(b) The following shall be included in an approved program but will not be addressed on the subject matter test:

1. Federal and State laws pertaining to the education of English language learners.
2. Theoretical, political, and historical foundations of education for English language learners.
3. Instruction, assessments, resources, research, and advances in the field of ESL.
4. Strategies for school collaboration, family outreach, and community involvement for English language learners.